

**STATE OF HAWAII**  
**REQUEST FOR EXEMPTION FROM CHAPTER 103F, HRS**

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ADMINISTRATION  
STATE PROCUREMENT OFFICE  
STATE OF HAWAII

To: Chief Procurement Officer

From: Department of Human Services  
*Department/Division/Agency*

Pursuant to § 103F-101(a)(4), HRS, and Chapter 3-141, HAR, the Department requests a procurement exemption to purchase the following:

Title and description of health and human service(s):

Provide employment placement, vocational assessment, parenting, pregnancy prevention, drop-out prevention, drug prevention, and family strengthening services to the low-income and disadvantaged Native Hawaiian youth and their families that will help improve the ability of families in these communities to become self-sufficient. The proposed services will fall into the following priority areas:

- 1) Career Exploration and Internships
- 2) Culture, Career, and Lifeskill Playshops
- 3) Entrepreneurial Projects
- 4) Ola Kino Programs and Activities

The teen pregnancy prevention and family strengthening initiatives are two (2) of the four (4) key objectives of Temporary Assistance for Needy Families (TANF). The Department is expecting to provide this service in 10 Native Hawaiian Charter Schools on a statewide basis through Kanu o ka Aina Learning Oahana (KALO), a Native Hawaiian non-profit organization established to develop and support "womb to tomb" programs that advance Hawaiian education and culture.

For details see ATTACHMENT 1.

Provider Name: Kanu o ka Aina Learning Ohana (KALO)	Total Contract Funds: \$1,461,520	Term of Contract:
Provider Address:  P.O. Box 398, Kamuela, HI 96743	Contract Funds per Year (as applicable).	From: To: July 1, 2004 June 30, 2005

Explanation describing how procurement by competitive means is either not practicable or not advantageous to the State:

The procurement of services by the Department of Human Services through competitive means is neither practical or advantageous to the State for the following reasons:

1. The services must be procured by July 1, 2004, as the current source funding will be lapsing on June 30, 2004, and there is definitely an urgency to avoid any break in continuum of services to the Native Hawaiian students enrolled in the Native Hawaiian Charter Schools established pursuant to the New Century Charter Schools Statute (HRS §302A-1181 to 1191).
2. The services sought by the Department of Human Services are very unique that require expertise in the areas of Native Hawaiian culture, history, education, communities,

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and socio-economic issues.

3. KALO, in collaboration with Na Lei Naauao (NLN) - Native Hawaiian Charter School Alliance, is the only agency that has the background and expertise to establish and effectively provide the services on campus and in the communities of the 10 Native Hawaiian Charter Schools. KALO, in collaboration with NLN, successfully implemented the Aho Loa Project, 2.1 million federally funded initiative, in 10 Charter Schools identified to be served under this request.

Details of the process or procedure to be followed in selecting the service provider to ensure maximum fair and open competition as practicable:

At the present time KALO is the only agency that has the necessary experience and infrastructure (existing familiarity, relationships, and partnerships with parents, community members, community groups, and the local school boards governing the 10 Charter Schools agreed to participate in this project) already in place to immediately start the project in the proposed 10 sites. NLN and the Executive Director of the Native Hawaiian Charter Schools has committed to provide their unconditional support to KALO to develop and implement the services sought through this exemption request.

A description of the state agency's internal controls and approval requirements for the exempted procurement: Upon approval of a request for exemption, the Employment and Child Care Program Office (ECCPO) of Benefit Employment and Support Services Division (BESSD), will enter into negotiations with KALO and require them to submit a written scope of service delivery, timelines and project milestones, detailed line-item budget and projected outcomes. ECCPO Administrator will assign a Program Specialist to monitor the development and execution of the Agreement in accordance with the state procurement rules and statute specifying the purpose, goals and objectives, outcomes and responsibilities of the parties. KALO will be responsible for the implementation of the terms of the Agreement. KALO will prepare fiscal and program reports and submit these to the Department in accordance with the terms of the Agreement. The assigned DHS-BESSD staff will monitor the Agreement including, but not limited to, on-going review and approval of invoices, reports, on-site fiscal and program monitoring/audit of the program. For details see ATTACHMENT 1.

A list of state agency personnel, by position title, who will be involved in the approval process and administration of the contract:

Lillian B. Koller, Esq., Director

Henry Oliva, Deputy Director

Patricia Murakami, Division Administrator, Benefit Employment and Support Services Division (BESSD)

Garry L. Kemp, Assistant Division Administrator, BESSD

Pankaj Bhanot, Employment and Child Care Program Administrator, BESSD

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Direct questions to (name & position): Patricia Murakami, BESSDA Pankaj Bhanot, ECCPA	Phone number: 586-5230 586-7062	e-mail address: pmurakami@dhs.hawaii.gov pbhanot@dhs.hawaii.gov
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This exemption should be considered for list of exemptions attached to Chapter 3-141, HAR: Yes ☐ No ☒

I certify that the information provided above is to the best of my knowledge, true and correct.

  
\_\_\_\_\_  
Department Head Signature

JUN 08 2004  
\_\_\_\_\_  
Date

Lillian B. Koller, Esq.  
\_\_\_\_\_  
Typed Name

Director  
\_\_\_\_\_  
Position Title

Chief Procurement Officer's Comments:

Please ensure adherence to applicable administrative requirements.

☒ Approved

☐ Denied

  
\_\_\_\_\_  
Chief Procurement Officer

6/15/04  
\_\_\_\_\_  
Date

cc: Administrator  
State Procurement Office

## JUSTIFICATION FOR RESTRICTED/EXEMPT CONTRACT FOR TANF FUNDS

This is a summary of the background, experiences, and qualifications of KALO and its partner organizations, which include, but are far from limited to, the 10 culture and community-based charter schools and their community non-profit organizations that have committed to this project.

The Kanu o ka Aina Learning 'Ohana (KALO) is a non-profit 501(c) 3 organization whose mission is to develop and support 'womb to tomb' programs that advance Hawaiian education and culture. KALO recognizes the need to provide native Hawaiians with educational opportunities and resources to perpetuate and enhance their rich cultural heritage, while providing them with the tools necessary to live productive and fulfilling lives in an increasingly interconnected world. KALO began in 1998, as an informal community group, made up of educators, parents, students and community members, who began meeting in Kamuela, Hawai'i. The initial impetus of KALO was to help in the creation, development and support of a culturally driven public charter school. This charter school, which is called Kanu o ka 'Äina Public Charter School, began operations on August 21, 2000.

KALO is made up of programs that serve the entire learning 'ohana, such as Kanu o ka 'Äina New Century Public Charter School (KANU). KANU is Hawaii's first native designed and controlled K-12 public school. KANU's pedagogy is at once culturally driven and academically rigorous. KANU's bi-lingual, bi-cultural approach, which prepares students to walk successfully in two worlds, significantly affects the students' academic performance. Furthermore, providing a student-centered atmosphere of aloha assures that all students receive personal attention and care.

Mālamapoki'i Infant and Early Childhood Education Program. Mālamapöki'i is an Infant-Early Childhood program providing Hawaiian children with quality pre-kindergarten education and care. This includes a parent education program, and pre-natal education component. Mālamapoki'i acknowledges that children who are grounded in their culture learn confidence, competence, and connections. Mālamapoki'i is a feeder school for KANU and functions as an early childhood learning lab for KANU students.

Hälau Wānana-A Hawaiian Operated Center for Higher Learning. Hälau Wānana is Hawaii's first Hawaiian Operated Center of Higher Learning. Hälau Wānana is currently conducting a culturally driven 2-year teacher training program, in partnership with KANU and Nä Lei Na'auao-Native Hawaiian Charter School Alliance. In the future, Hälau Wānana intends to offer a variety of other college and adult education courses.

Nä Lei Na'auao-native Hawaiian Charter School Alliance. KALO was a key player in the establishment of Nä Lei Na'auao (NLN), a Native Hawaiian Charter School Alliance. Native Hawaiian educators, parents and communities from throughout the archipelago came together in January 2000 to form Nä Lei Na'auao-Native Hawaiian Charter School Alliance (NLN). Utilizing the charter school movement as a vehicle, NLN hopes to implement and evaluate Hawaiian models of education, which have the potential to

improve educational success for Hawaii's 50,000 K-12 public school students of Hawaiian ancestry, currently Hawaii's largest and most underserved ethnic student population. KALO provides staff and financial support to NLN.

Kauhale 'Öiwi o Pu'ukapu-Hawaiian Community Learning Center. The Kauhale 'Öiwi o Pu'ukapu is a comprehensive Hawaiian Learning Center, which will address the educational and cultural needs of all stakeholders from the womb to tomb. The community vision includes the following: educational facilities, state-of-the-art computer laboratory, cultural park and open gardens, makahiki grounds, a pā hula and an 'ahu to be used for ceremonial purposes, a kūpuna center that provides for kūpuna to learn and share, an amphitheater, outdoor performance area to practice cultural arts, a group home for children in need, community business mentoring, a counseling center, a community hall and meeting place, areas for agricultural, forestry, and animal husbandry research and learning, and culturally appropriate entrepreneurial elements including wood, music and art shops, video and recording studios and a certified kitchen, that will contribute to the self-sustainability of the kauhale.

Ten culture and community-based charter schools, along with their non-profit organizations, are committed to the proposed project, and all belong to an alliance of 12 schools, Na Lei Na'auao Hawaiian Charter School Alliance (NLN).

The mission of Nā Lei Na'auao is to establish models of education throughout the Hawaiian Islands, which are community-designed and controlled and reflect, respect and embrace Hawaiian cultural values, philosophies and ideologies. Utilizing the charter school movement as a vehicle, the Alliance hope to implement and evaluate Hawaiian models of education, which have the potential of improving the educational success for tens of thousands of K-12 students of Hawaiian ancestry, presently Hawaii's largest and also most underserved and undereducated ethnic student population.

Here is a list of the NLN schools:

Hakipu'u Learning Center-Kane'ohe, HI

Hālau Kū Māna-Honolulu, HI

Hālau Lōkahi-Honolulu, HI

Kanu I ka Pono-Anahola, HI

Kanu O Ka 'Āina Charter School-Kamuela, HI

Ka 'Umeke Kā'eo-Hilo, HI

Ka Waihona O Ka Na'auao-Wai'anae, HI

Ke Ana La'ahana-Hilo, HI

Ke Kula o Nāwahīokalani'ōpu'u Iki Laboratory-Kea'au, HI

Ke Kula 'o Samuel M. Kamakau Laboratory-Kane'ohe, HI

Ke Kula Ni'ihau 'o Kekaha Learning Center-Kekaha, HI

Kua O Ka Lā PCS-Pahoa, HI

Kula Aupuni Ni'ihau A Kahalelani Aloha-Makaweli, HI

KALO and NLN have already successfully implemented a project with a scope of services similar to what is being proposed. The Aho Loa Project was a \$2.1 million dollar

federal grant that involved all 10 of the communities committed to this project and was led by KALO. A close look at the components of the Aho Loa project demonstrates that KALO and NLN are unique in its ability and experience to implement a program of this nature. They are the only collective that can provide the specific scope of services as proposed, in 10 communities across 3 islands.

Organizations that provide services in health, career exploration, family strengthening or other areas outlined in this proposed project usually focus on only one of these areas and do not have the culture or community grounding to effectively relate to groups outside of their own community. A collective like KALO and NLN allows us to have skilled personnel who offer services in an array of areas, while being more than just connected to, but rather a part of their community. Further, the cultural expertise and awareness of this collective far surpasses that of any organization whose primary focus and strength is to provide services in one of the areas mentioned.

It is crucial to note that NLN schools have a very strong connection with their communities. In fact, they are the community. Parents and community members serve as directors on the governing local school board, as staff, and as volunteers in numerous capacities, from tutoring and planning special events to grant writing and facilities maintenance. KALO and NLN is the only collective that can conduct this project in a way that is truly community-based, with existing familiarity, relationships, and partnerships with an extensive number of parents, community members, and community groups.

In KALO and NLN's proposal, note the challenges of our target populations, predominantly low-income Native Hawaiians, along with the great variety of services proposed. Note also that there are many other programs and activities that will be offered that were not listed as some of the examples under each priority area of service. Naturally, no one service provider can provide such an array of services with both quality and cultural expertise to effectively and appropriately serve our target populations.

Our target populations begins with Native Hawaiian students and their families at each of the 10 schools, while simultaneously reaching out to community volunteers, existing community partner organizations, and potential partners. Again, no one service provider can enter into each of these 10 communities from the outside, with nearly as much connections, relationships, existing partnerships and TRUST as what already exists with the KALO and NLN collective and their communities.

In short, the structure, plan, partnerships, relationships, skills, and experience are all already in place. With adequate funding, this project promises to effectively and appropriately serve disadvantaged youth, families, and communities across multiple islands, in four priority areas of service where Native Hawaiian communities have clearly demonstrated need for many years.

# A PROPOSAL TO FUND NATIVE HAWAIIAN CHARTER SCHOOLS

## INTRODUCTION

There are currently 12 Hawaiian-focused public charter schools, serving about 1,000 mostly Native Hawaiian children in very low-income areas of the state with concentrated pockets of more than 1000 Hawaiians and significant problems. As reported by The Honolulu Advertiser, citing State of Hawaii economic, safety department and youth services records, these areas "account for 31 percent of Hawaii's welfare recipients, 35 percent of its adult prison population and 50 percent of its incarcerated juveniles".<sup>1</sup> Other data show that these same areas lead the state in high teacher turnover, disproportionately high special education populations, low standardized test scores, low student and parent satisfaction, and general failure. A 2003 study indicated that 78 percent of all Hawaii public schools with high concentrations of native Hawaiian students are currently in corrective action.<sup>2</sup>

Hawaiian Charter Schools seek to overcome the failures of the regular public school system and to improve the viability of the largely Native Hawaiian neighborhoods they serve. However, these Schools have been woefully under-funded and so have been unable to provide the full level of extra-curricular and community services that are needed to increase school success, decrease out-of-wedlock pregnancy and substance abuse, and so increase economic viability for the current student body. Moreover, they have been seriously limited in their ability to provide the level and variety of community activities that will assist parents and other community members to improve their lives. A few examples of the problems that the Charter Schools deal with are described below:

Kanu o ka 'Aina, serves a North Hawaii community located on the island of Hawaii, which has high teen birth rates and juvenile arrests, increasing alcohol and drug use, a low rate of high school graduation (13% lower than the State average), high welfare usage, and an exceptionally high rate of confirmed child abuse. Entering students score significantly below average on standardized tests, and these discrepancies increase in regular schools between the third and tenth grade. Kanu is a Title I school with 47% of students qualifying for free or reduced lunch, and 16% of the student body have been identified as meeting special education definitions. In the North Hawaiian area, only 33% of employers report that job applicants have satisfactory basic skills. By providing bilingual and culturally-based education that students can relate to, Kanu has achieved a 94% attendance record, higher than the State average; and has succeeded in maintaining or increasing reading and math scores for most pupils.

Another charter school, Halau Ku Mana, serves a low-income Native Hawaiian student body in Oahu, 69% of whom qualify for free or reduced lunches and 37% of whom are designated as special education. Halau Ku Mana has also significantly reduced absences among its student body -- attendance was 92% in the 2002-2003 school year -- and its student body has greatly improved its scores on standardized tests.

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<sup>1</sup> The Honolulu Advertiser, April 30, 2001.

<sup>2</sup> Left Behind, Kamehameha School study, 2003.

While Native Hawaiian Charter Schools are beginning to make progress in overcoming the negative situations that cause so many Native Hawaiian students to fail, the 49,000 Native Hawaiian students remaining in Department of Education public schools lead the State in retention at grade level; excessive absence in secondary school; high school drop out; low standardized educational achievement tests at all grade levels; over representation in “special motivation” or “special education” programs; tobacco, drugs and alcohol use; and teenage pregnancy.<sup>3</sup>

Hawaiian Charter Schools are more than educational institutions. They are community-based, family-oriented establishments, that actively involve parents, extended family, and community members in the educational process. Indeed, the aim of Kanu, Halau, and other Hawaiian Charter Schools is to function as multi-agency, multi-service centers and community gathering places; and to help transform their neighborhoods into more sustainable communities.

This grant request is to further the ability of Hawaiian Charter Schools to achieve community improvement goals, by involving parents and family members in the educational process at a more intense level than currently possible with the limited DOE funding provided. For example, the grant will permit the Schools to offer Career Exploration workshops and modules to prepare students for life after high school, and will encourage parents to support their children’s education. In addition, the grant will be used to provide a variety of parent and family activities to strengthen the communities and assist community members to reach their highest potential. For example, working with other community organizations, Hawaiian Charter Schools will collaborate to establish after-school and evening programs that will provide academic experiences, cultural and technology workshops, health and life skills, and sports and recreational opportunities to interested community members.

Although the charter schools are improving the ability of their students to make educational progress and to graduate, we believe that with additional funding they could do much more. However, the State has never been able to provide funding to these schools at the level required for the Schools to meet all their objectives. We believe that these Charter Schools will reduce the high school drop-out rate of Native Hawaiian children, help ensure that school leavers do not bear children out-of-wedlock, and assist them to become self-sufficient. Thus, the goals of the schools are directly related to TANF purpose 3.

The following 10 Hawaiian Charter Schools have committed to participating in this project, as described in the Scope of Services that follows:

Ka ‘Umeke Ka’eo PCS (Keaukaha)  
Kua o ka La PCS (Puala’a, Puna)  
Kanu o ka ‘Aina PCS (Waimea)  
Hakipu’u Learning Center PCS (WCC/Hakipu’u)  
Halau Lokahi PCS (Kalihi)

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<sup>3</sup>Left Behind, 2003.



Halau Ku Mana PCS(Manoa/Papakolea/Maunalaha)  
Ka Waihona o ka Na'auao PCS (Wai'anae/Makaha)  
Ke Kula o Samuel M. Kamakau PCS (Kane'ohe)  
Kanu I ka Pono PCS (Anahola)  
Kula Aupuni Niihau A Kahelelani Aloha PCS (Kekaha)

## **SCOPE OF SERVICES**

### **Description of Services**

Hawaiian Charter Schools are all community-based, with a strong emphasis on parent involvement. In addition, all Hawaiian Charter Schools are in or near 'disadvantaged' communities, and all have a relatively high percentage of 'disadvantaged' students but small size and a high ratio of teachers to students. These factors make the schools a perfect place to focus efforts at expanding and strengthening services to the families and communities they already serve.

We intend that the Schools work closely with DHS field offices in the local communities in which each operates, to assist community residents to access TANF, Food Stamp, Medicaid, SCHIP, and other government services and benefits for which they are eligible. In addition to benefits, DHS field office staff will work with the Schools to assist families to obtain employment, assessment, parenting, pregnancy prevention, drop-out prevention, and drug prevention services that will help improve the ability of families in the communities to become self-sufficient.

We propose to house positions in each of the 10 participating schools to develop and operate the expanded services and activities, which will be open to the whole community, with some specifically targeting parents, and others for the community-at-large. The activities at each school will fall into 4 priority areas, but will be individually designed to meet the specific needs of each community. This is in keeping with the design of the Hawaii Charter Schools as self-governing, community-based schools. It is important to honor the autonomy and the wisdom of each community by respecting their ability to determine the needs of their own community, and the best ways to address them, based on their strengths.

The 4 priority activity areas are intended to improve school attendance and increase the percentage of students who graduate high school, obtain jobs or start businesses; and to decrease the level of substance abuse, out-of-wedlock pregnancy, domestic violence, and other conditions that prevent Native Hawaiians from attaining their full potential.

Technical assistance and ongoing oversight will be provided to ensure that targeted results are achieved. Thus, staff filling the school-based positions, under the oversight of an overall project director and a support staff (housed at the office of our non-profit administering the grant), will determine the specific nature, focus, and scheduling of the following 4 priority areas of service:

- 1) Career Exploration and Internships
- 2) Culture, Career, and Lifeskill Playshops
- 3) Entrepreneurial Projects
- 4) Ola Kino Programs and Activities

### **1) Career Exploration and Internships**

- Includes presentations, site visits, interviews, research, shadowing, and mentoring
- Careers that are giving to the community and/or helping others will be encouraged, as well as careers that are highly in need/demand in one's community
- Each community will be encouraged to include careers related to Child Care, Drug Prevention and Treatment, Social Work, etc
- Parents will be asked to help present, participate, arrange visits and internships, and oversee their child's efforts in meeting their kuleana

### **2) Culture, Career and Lifeskill Playshops**

- All playshops, whether during or after-school, will emphasize parent involvements as facilitators, presenters, or participants
- All playshops will document the number of parents in the community who participated
- All playshops will document alignment to HCPS Career and Life Skills standards, or Cultural Educational Standards adopted by Na Lei Na'auao Hawaiian Charter School Alliance or member schools

Some examples of activities that will be expanded are:

- Computer Classes for parent and child, now at the Ni'ihau Charter School, KANAKA (Career and Lifeskills)
- After-school Oli, Hula, and Hawaiian Language classes for parent and child, now at Halau Ku Mana in Honolulu (Culture)
- both Construction and Forest Preservation Projects, now at Kua o ka La Charter School in Puna (Culture, Career, and Lifeskills)

### **3) Entrepreneurial Projects**

- Student or family-driven entrepreneurial projects that move both school and community closer to feeding and self-sustaining
- Involvement of parents and families in the community emphasized
- Start-up funds for each schools' project, with the understanding that funds raised go back into the project, or toward priority needs of the school and/or community

### **4) Ola Kino Programs and Activities**

- Throughout the year, schools will provide ample opportunities for students to exercise through project-based learning, Malama 'Aina, Hula, PE classes, etc

- Schools will also provide opportunities to learn about health, nutrition, and diet, as well as basic education on Drug Prevention, Abuse, and Effects; Sex; Sexually Transmitted Diseases; Spouse and Child Abuse; and Teen Pregnancy
- Each community to determine mix of addressing these areas through integration in curriculum, after-school and weekend opportunities, and special presentations

Support services to the 4 priority areas of service listed above include related transportation services, travel, administration, documentation, and accounting. These support services will be provided by the project director, the project assistant, and contract monies.

### **Data Collection on Attainment of Performance Goals**

The Project Director will design a data collection report, using community-based data collected by the Director, or school-based data compiled by a school-level Coordinator in the 10 participating schools. The data to be collected will provide information that will enable the Department of Human Services, Benefit, Employment & Support Services Division (BESSD), to determine whether the Project is meeting stated goals such as: improving school attendance, increasing the percentage of students who graduate high school, decreasing the level of substance abuse, decreasing teen and other out-of-wedlock pregnancy, increasing employment levels, and decreasing the level of domestic violence in the community. The specific data to be collected will be based on an agreement between BESSD and the Project Director.

## **PRIMARY DUTIES OF SCHOOL-LEVEL POSITIONS**

### **‘OHANA KAIAULU COORDINATOR**

- Plan, oversee, facilitate Culture Career Lifeskill Playshops, and/or Career Exploration and Internships
  - Each school determines if integrated in curriculum afterschool, or mix
  - Each school determines specific playshops and relative focus of the 3 (Culture, Career, Lifeskill)
  - Maximize parents (of community) who lead, kokua, or just participate in the workshops)
  - Data of involvement this year vs. next

and/or

- Oversee, facilitate an entrepreneurial project where families create product/service that moves toward self-sustainability
- Create systems, templates, support groups, etc. to lower cost and increase likeliness of continuing program

### **OLA KINO COORDINATOR**

- Oversee, research/develop curriculum, implement or arrange implementation of Ola Kino
  - Each school determines mix of in-school or afterschool programs and activities
  - Each school determines relative focus of following
    - Exercise
    - Diet
    - Sex Education, including Teen Pregnancy Prevention
    - Drug Abuse and prevention

Create systems templates, support groups, etc. to lower cost and increase likeliness of continuing program

## **PROPOSED BUDGET**

**Note: Estimates based on 10 participating schools to start. These funds would be greatly leveraged by parent and other volunteer help, instructional and administrative staff support funded by other sources, and computers, equipment, and supplies provided by other funding sources. Total is equal to amount of original request. Most notable change is transportation services, as this is a major issue for most charter schools to implement our scope of services.**

### **Personnel**

<b>\$ 48,000</b>	<b>1 FT Project Director</b>
<b>\$ 30,000</b>	<b>1 FT Project Assistant/Fiscal Manager</b> (option to split into two ½ time positions)
<b>\$300,000</b>	<b>10 FT ‘Ohana Kaiaulu Coordinators @ 30,000 ea</b>
<b>\$300,000</b>	<b>10 FT Ola Kino Coordinators @ 30,000 ea</b>
<b>\$230,520</b>	<b><u>Fringes (at 34%)</u></b>

### **Contracts**

<b>\$125,000</b>	<b>\$12,500 ea. to implement priority areas of service</b>
<b>\$230,000</b>	<b>\$23,000 ea. for transportation services</b>

### **Equipment and Supplies**

<b>\$ 53,000</b>	<b>22 laptops (1 per position, \$33,000 total) and Computer or A/V supplies and equipment (\$2,000 per school)</b>
<b>\$100,000</b>	<b>\$5,000 budget for each ‘Ohana Kaiaulu and Ola Kino Coordinator to implement their services and activities</b>
<b>\$ 15,000</b>	<b>\$1,500 ea. for ‘ohana to use as startup funds in their entrepreneurial project</b>

### **Travel**

<b>\$7,500</b>	<b>For Project Director and Assistant to visit each school 3 times (beginning, middle, end); includes air (\$2,400), car Rental (\$1,400), room and board (\$1,800); also travel for contract Personnel (\$1,900)</b>
<b>\$22,500</b>	<b>For parents and students from each school to attend 3<sup>rd</sup> annual Indigenous Education Conference, with student-led workshops</b>
<b>\$1,461,520</b>	<b>TOTAL REQUESTED FUNDS</b>